

ICM Clinical Presentations: Assessment of Information Literacy

The AMA itself has noted the importance of *'information literacy'* in medical education for evidence-based practice. Therefore one of the ways we endeavor to make students at UMHS aware of the need to base their clinical decisions on credible, up-to-date information sources is by critiquing the references cited for the ICM Clinical Presentations.

I take a look at each group's references and grade their efforts according to the following rubric. Note the **six areas**, for a possible total of **20 points**: *[this does not count toward their ICM grade]*

1. The **number of different references** cited ~ if you used at least 4 different sources of credible information (your professor, other people, class notes, or class textbooks *don't* count). **[3 points]**
2. Your adherence to **proper citation format**, preferably [APA style](#). **[2 points]**
3. The **currency** of the information ~ usually no older than five years or very recent in the event of new practice changing research. **[2 points]**
4. The **quality of your sources** ~ sources need to be verifiable, credible, preferably peer-reviewed, and back up what you stated in your presentation. **[5 points]**
5. Your **depth of search** ~ did you just go to Wikipedia or Google for the information? OR did you take time to search the medical journal literature and clinical point-of-care databases; such as [DynaMed Plus](#), [EBSCO Medline Complete](#), or [PubMed Clinical Queries](#)? **[6 points]**
6. Did you consult **DynaMed Plus**? Or a comparable point-of-care clinical database such as [Up-to-Date](#), [Clinical Key](#), and [AccessMedicine](#). **[2 points]**

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